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ABSTRACT

This study was designed to determine the extent to which courses in the College of Education at Florida A & M University were modified to assure that concerns of desegregation and race relations were being addressed. Course outlines from 57 faculty members were reviewed and classroom activities were recorded to ascertain what devices professors used to promote understanding of racial groups, reveal patterns related to teacher training and working with racial groups, and to encourage the development of positive attitudes toward providing enriching intercultural experiences in students preparing to be teachers. The review indicated that efforts to improve race relations and promote desegregation have been among forefront activities within the College of Education. Professors were found to incorporate activities into their courses to promote racial understanding, address practical issues related to training teachers to work in desegregated schools, and promote the development of positive teacher attitudes toward a variety of racial groups. Continuing review of course outlines was recommended to ensure ongoing professorial commitment. (Author/MK)

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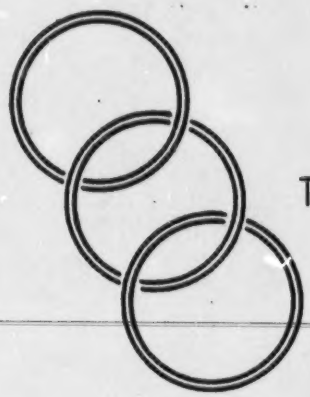

A STUDY OF COURSE OUTLINES TO ASCERTAIN CLASSROOM ACITIVITIES DESIGNED TO MEET THE NEEDS OF A RACIALLY AND CULTURALLY DIVERSE STUDENT BODY

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ABSTRACT

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Research Title

A Study of Course Outlines to Ascertain Classroom Activities Designed to Meet the Needs of a Racially and Culturally Diverse Student Body

Objectives and Procedures

This study was designed to determine the extent of modifications of courses in a College of Education to assure that concerns of desegregation and race relations are being addressed. The primary objective was pursued to ascertain those classroom activities currently used by the professors to (a) promote an understanding of various racial groups, (b) reveal practices related to teacher training and working with various racial groups, and (c) encourage the development of positive attitudes to provide an enriching inter-cultural experience for individuals preparing to teach.

Course outlines were collected and reviewed. Classroom activities were recorded which appeared to be germane to promoting positive behaviors related to race relations and desegregation.

Summary

This study reveals that efforts to improve race relations and desegregation have been one among several forefront activities within the College of Education at Florida A. & M. University for almost two decades. Some progress has been made. More culturally different students within this period of time, 1964-1980, have enrolled in the university and efforts have been made through incentive programs to attract and accommodate these students. Professors, in many cases, have included activities in courses for the purpose of (1) promoting an understanding various racial groups, (2) addressing relevant practices related to training for teaching and working with various ethnic groups, and (3) encouraging the development of positive attitudes in order to provide an enriching inter-cultural experience for individuals preparing to teach.

Great strides have been made to respond to the continued interest in and need for programs which address race-related topics which are often considered sensitive or even volatile. Continuous study and evaluation of course outlines seems necessary to provide some measure of professorial commitment.

OVERVIEW

The College of Education at Florida A & M University (FAMU) traditionally served the educational needs of black students dating back to its establishment in until the passage of the Civil Rights Act in 1964. The passage of this Act was not immediately accompanied by an influx of racially different students into FAMU. As years passed, however, more and more racially different students began to enroll. The presence of these students, in addition to changing trends in education, necessitated the need for studying and, in many instances, restructuring courses and programs in teacher education. The intent of educators at FAMU was to modify the traditional purpose of the teacher education program in order to meet the needs of a much more diverse student body in terms of racial and cultural backgrounds.

To date, some modifications have been made within courses in the College of Education in an attempt to address the concerns of desegregation and race relations. Many of the modifications tend to be reflected in professors' course outlines. Therefore, in an effort to determine the degree of changes in classroom activities at Florida A & M University because of a racially and culturally diverse student body, this study of course outlines was undertaken. A primary objective was conducted to ascertain those classroom activities currently used by FAMU professors in the College of Education that tend to (a) promote an understanding of various racial groups, (b) relevant practices related to teacher training and working with various racial groups, and (c) encourage the development of positive attitudes to provide an enriching inter-cultural experience for individuals preparing to teach.

METHODOLOGY

Course outlines were collected from all 57 faculty members within four divisions, (Adult, Vocational, and Technical Education; Curriculum and Instruction; Health, Physical Education and Recreation; and School Service Functions), of the College of Education during the Winter Quarter, 1980. The researcher thoroughly reviewed each outline and recorded the classroom activities considered germane to promoting positive behaviors related to race relations and desegregation.

The course outlines were reviewed in the folowing sequence:

1) The Division of Adult, Vocational, and Technical Education;
2) The Division of Curriculum and Instruction;
3) The Division of Health, Physical Education, and Recreation; and
4) The Division of School Service Functions.

Forty-nine (49) course outlines were reviewed from the Division of Adult, Vocational, and Technical Education; 34 from the Division of Curriculum and Instruction; 30 from the Division of Health, Physical Education and Recreation, and 22 from the Division of School Service Functions. The classrooms activities were grouped, according to division, into the following categories for study:

1) activities that promote an understanding of various racial groups;
2) activities that address relevant practices related to training for teaching and working with various ethnic groups; and
3) activities that encourage the development of positive attitudes in order to provide an enriching inter-cultural experience for individuals preparing to teach.

The findings of this study are reported in the next section of this paper.

FINDINGS

Division of Adult, Vocational, and Technical Education

The primary goal of the Division of Adult, Vocational, and Technical Education at Florida A & M University is to prepare and train preservice vocational education students and to retrain inservice teachers and other vocational and adult school personnel to meet the educational needs and demands of the citizens of Florida. In order to accomplish this goal, the division is divided into the following four distinct departments: (1) Adult Education, (2) Agricultural Education, (3) Business Education, and (4) Industrial Education. A multitude of courses are offered within each department to provide learners with sufficient content to become effective vocational educators and skilled practitioners. In addition, many opportunities are provided for learners to become aware, sensitive, and responsive to the problems associated with race relations and desegregation in some of the courses. It is pertaining to the latter that course outlines have been carefully scrutinized for the purpose of identifying classroom activities that address these concerns.

Classroom activities that promote an understanding of various racial groups. Classroom activities within the Division of Adult, Vocational, and Technical Education that tend to promote an understanding of various racial groups vary from several to none. In Adult Education (ADE) 5192 - Parent Education, one of the specific objectives of the course is to provide experiences that will enable each student to develop or acquire an understanding of multi-ethnic, multi-cultural, and multi-racial problems in adult education. Two additional

specific objectives are designed to provide each student with opportunities to acquire or develop (1) skills and techniques in human relations and (2) the ability to relate cross-culturally. Classroom activities to accomplish these objectives include role-playing, class discussions, extensive critical reading, and written critical analyses of articles pertaining to these types of problems.

In ADE 5266 - Supervision of Adult Programs, "the concern for human relationships" is one of the key topics generally discussed in the scope of the course. The "nature of relationships established" is discussed and carefully analyzed in ADE 5471 - Materials and Methods in Adult Education.

Classroom activities that address relevant practices related to training for teaching and working with various racial groups. Most courses within the Division of Adult, Vocational, and Technical Education include classroom activities that address relevant practices related to training for teaching and working with various racial groups. The specifics of the activities are not clearly delineated in every course outline. It can be discerned, however, that some of these topics are directly related to teaching individuals of different racial backgrounds. For example, in AEE 3224 - Special Methods in Vocational Education, several topics on determining what to teach based upon individual differences are listed. Activities include (1) discussions concerning how to motivate students to learn and (2) techniques for determining the most appropriate teaching method to use for particular groups of individuals. Brain storming sessions, debates, and the use of experts in the community as resource personnel supplement these activities. In addition, students enrolled in the course are required to micro-teach a preselected topic aimed at a target population.

In ADE 5057 - Guidance and Counseling in Adult Education, an objective of the course is to present the kinds of attitudes and techniques that teachers or counselors may find helpful in working with adult students of various backgrounds. One area is devoted to communication styles of different racial groups. A special topic entitled "language difference" is high-lighted. Students are given many opportunities to listen to and observe different patterns of language on audio-visual equipment. Discussions, interpretations, and analyses follow the teaching process. Recommendations from students enrolled in the course in terms of how to effectively teach and work with individuals with different communication styles are solicited by the professor. Evaluations of the recommendations are made by the class as a whole. Recommendations considered effective are frequently tried out by inservice teachers in their respective teaching situations.

Various topics within several courses tend to be oriented toward concepts of racial awareness and desegregation. While these terms are not specifically referred to in course outlines,

classroom activities related to these concerns are evident.

The following is a list of such courses and topics:

Course	Topic
ADE 5181 - Community Adult Education Programs	Formats for Individual Learning
	Formats for Group Learning
ADE 5182 - Planning and Development of Adult Programs	Formats for Individual Learning
	Formats for Group Learning
EVT 3065 - Principles of Vocational and Industrial Education	Significant Ways that Individuals Differ
EVT 5070 - Principles and Philosophy of Vocational Education	Significant Ways that Individuals Differ
EVT 5664 - Community Relations Affecting Vocational Education	Community Differences

Classroom activities that encourage the development of positive attitudes in order to provide an enriching inter-cultural experience for individuals preparing to teach. Included in EVT 5265 - Supervision and Coordination of Vocational Programs - are four topics directly related to the development of positive attitudes in order to provide an enriching inter-cultural experience for individuals preparing to teach. The topics and the sequence of instruction, are (1) attitude toward self, (2) attitude toward other, (3) individual differences, and (4) integration. The topics are presented from a vocational/supervisory perspective. Techniques utilized to present and/or acquire information related to the topics include the use of films, lecture-demonstrations, individual and group discussions, oral and written reports, and role playing.

"Elimination of harmful prejudices and unfair discrimination" and "ethnic difference and family structure" are major topics explored in the courses EVT 5070 - Principles and Philosophy of Vocational Education and ADE 5075 - Guidance and Counseling in Adult Education, respectively. These topics are designed to create within the learner an awarenss of prejudices

and discriminatory practices. Further, various techniques and philosophies for eliminating these unwarranted gestures are discussed. The basis for discussion generally revolves around racial differences, ethnic differences, and family structure.

Division of Curriculum and Instruction

The Division of Curriculum and Instruction of the College of Education administers programs designed to prepare competent teachers in various areas of education, focusing upon preparation for teaching in grades K - 12. Programs of study are available which lead to certification at all levels of education from early childhood through junior college. Two departments within the division are established to accomplish this mission. The departments are (1) Early Childhood and Elementary Education and Habilitative Services and (2) Secondary Education and Foundations.

Special efforts within this division are made to promote (1) positive relations between culturally different individuals and (2) an understanding of factors related to teaching in the desegregated school. These efforts are discussed in the next few pages.

Classroom activities that promote an understanding of various racial groups. EDF 5608 - Social Foundations of Education is designed to aid the student in gaining insight into the social forces that are operative in the American society and the ways in which education is affected by them. To this end, particular emphasis is placed upon students acquiring an understanding of the characteristics and behavior of various racial groups. The relationship between ethnicity and achievement is one of the major topics examined in the course to accomplish this purpose. Other topics presented include the special problems of the black family, social class, and achievement in school.

Most courses within the Division of Curriculum and Instruction are not particularly designed to impart information related to promoting an understanding of various racial groups. Because of the apparent necessity of these experiences and the ingenuity of many professors, some professors include topics related to these concerns in the scope of their course(s). For example, in EDF 3430 - Measurement and Evaluation, a special topic entitled "teaching in a multicultural society" is studied; "heredity: environment and group differences" is carefully explored in EDF 5211 - Advanced Educational Psychology. In addition, students are required to develop a sociogram that measures group relationships in EDE 3321 - Theory and Practice of Teaching in the Elementary School.

Several other courses within this division include special topics for the purpose of promoting racial understanding. A list of these courses and topics is presented on the following page.

Course	Topic
EDF 3604 - Sociological Foundations of Education	Education and the Status of Minorities
	The Black Minority
	Other Minorities- Spanish Descent, Asian, Indian, European, etc.
	Problem of Children and Youth in Different Social Class
	Education and the Black Minority
	Education and the Hispanic Minority
	Cultural Pluralism, Social Integration and the Educational System
EDF 4122 - Understanding the Young Child	Cultural Diversities
	Black Child
	Caucasian Child
	Latin Child
	Oriental Child
ESE 5217 - Secondary School Curriculum	Multicultural Education
SSE 3113 - Social Studies in the Elementary School	The Culturally Different

Classroom activities that address relevant practices related to training for teaching and working with various racial groups. "Quality education for the culturally different" is one among several topics within the Division of Curriculum and Instruction that addresses problems pertaining to training for teachers in a multi-racial society. This topic is presented in the course EDE 3320 - Theory and Practice of Teaching in the Elementary School. Other topics relevant to this issue that are studied in the same course include methods and materials for the culturally different, teachers for the culturally different, successful teachers of culturally different pupils, and teacher preparation programs for prospective teacher of students from various backgrounds.

EDE 3320 - Theory and Practice of Teaching in the Elementary School is the first course of a two-course sequence. There is a continuation of classroom activities related to race relations and training for teachers in the second course, EDE 3321. The most significant activities include a study of the psychological characteristics of culturally different pupils and effective approaches to teaching them.

Some classroom activities in this division address problems of this nature in a concomitant way. In EDE 3200 - The Elementary School Program, for example, topics such as providing for individual differences, factors that influence language development, and dialects and standard English provide the mechanism for preparing students to work with racially different individuals. "Race and culture factors influencing emotional development," which is taught in EDE 3320 - Theory and Practice of Teaching in the Elementary School and "culture free/culture fair tests," which is taught in EDF 3430 - Measurement and Evaluation, provide other incidental opportunities for students to learn about different racial groups.

Classroom activities that encourage the development of positive attitudes in order to provide an enriching intercultural experience for individuals preparing to teach. As school desegregation continues, teachers will be faced with many problems which include misunderstandings held by many individuals toward different racial groups, various ability levels within the classroom, undernourished students in the class, and many others. Several topics within the Division of Curriculum and Instruction are presented to inservice and preservice teachers to aid in abating these problems. In EDE 3320 - Theory and Practice of Teaching in the Elementary School, for example, an entire unit on teaching culturally different students is a major classroom activity designed to encourage the development of positive attitudes between racially different students. Sub-topics such as identification of the culturally different, the life of slum dwellers, the extended family, the mother-centered family, characteristics of slum schools, school characteristics and pupil achievement, and disadvantages suffered by low income children are carefully studied and,

in many instances, physically simulated to provide experiences that closely resemble real-life situations. In some cases, students are asked to role-play the lifestyle of individuals of different racial backgrounds. The intent here is to "reverse the situation" creating a deeper feeling of sensitivity between individuals who happen to be racially different.

Other courses that address these concerns are EDE 5205 - The Elementary School Curriculum and EDF 5608 - Social Foundations of Education. The impact of school desegregation is discussed in EDE 5205. Topics entitled the struggle for desegregation, the present status of desegregation, and empirical evidence on the effects of desegregation are extensively treated in EDF 5608.

Division of Health, Physical Education and Recreation

The primary purpose of the Division of Health, Physical Education and Recreation is to prepare preservice majors to become effective classroom teachers and to update inservice teachers' knowledge, skills, and techniques of classroom and field experiences in physical education. A second purpose is to prepare students to become efficient in related professional careers including allied health services, instructional programs in health, dance, and life time and team sports.

A perusal of course outlines within this division did not reveal significant classroom activities related to promoting an understanding of various racial groups, working with various racial groups, and the development of positive attitudes in order to provide an enriching inter-cultural experience for individuals preparing to teach. The reason for the apparent omission of activities related to these concerns lies mainly in the nature of the courses. Most of the courses within this division are activity oriented; a great number of the courses deal with scientific principles related to body movement; a few courses relate to emotional health and the physical well-being of the human body. Thus, there are few opportunities for professors to discuss issues related to race relations and desegregation unless the issues are extraneously presented in class by class member(s). The frequency with which such issues are discussed in physical education courses could not be discerned from course outlines.

Division of School Service Functions

Two graduate departments operate under the umbrella of the Division of School Service Functions. They are: (1) the Department of Education Administration and Supervision and (2) the Department of Guidance, Counseling and Career Education. The Department of Educational Administration and Super-

vision offers a program to develop leadership skills essential to the improvement of instruction with emphasis upon increased understanding and ability in school management functions.

The Department of Guidance, Counseling and Career Education offers a program of study which emphasize both didactic and affective experiences as necessary dimensions in the growth and development of professional learners.

In gleaning the purpose of this division, a great deal of emphasis is placed upon factors related to race relations and desegregation. In this regard, the Department of Educational Administration and Supervision particularly asserts that its program and Florida A & M University provides a unique setting for sound preparation for multi-cultural leadership. A special effort is made within the Department of Guidance Counseling and Career Education to sensitize and provide the learner with experiences and skills to be relevant in working with individuals and populations representing varied backgrounds and motivations. Further, multi-ethnic and multicultural effectiveness constitute a pervasive focus in all phases of study within this department.

A review of the course outlines within this division substantiates many of these postulates. The manner in which the course outlines are written, however, eliminates the possibility of dividing the classroom activities into the three (3) categories cited on page 2 of the document.

While there was no special effort to "spell out" race relations and desegregation activities in most course outlines, topics such as the human system and human relations improvement frequently appear in many courses, including EDA 5051 - Overview of Educational Administration and EDA 5940 -03, 02, 01- Administrative Internship. These topics certainly suggest that classroom activities pertaining to improved race relations and desegregation are integral parts of the courses.

Two objectives that relate to these concerns are care fully articulated in EGC 4001 - Introduction to Guidance System. The two objectives are stated below:

Objective 1: Each student will identify and/or demonstrate behaviors which reflect a feeling for the dignity and worth of other ethnic, cultural, linguistic, and economic groups.

Objective 2: Each student will demonstrate instructional and social skills which assist students in developing a positive self concept.

These objectives may be recognized as excerpts from the Council on Teacher Education's (COTE) 23 generic competencies. They appear, however, to be directly related to promoting an understanding of and working with various groups that are racially and culturally diverse.

A paraphrased conversion of one of COTE's competencies is utilized in the course EGC 5305 - The Information Service in Guidance as a mechanism for addressing the issue of race relations and desegregation. The particular competency is stated thusly: each student enrolled in the course will develop materials relevant to the life style of people in communities where we live. Carrying out this objective gives the learner the opportunity to learn about and appreciated the different mores, taboos, artifacts, body gestures and dialects as well as other cultures held by racially differnt groups.

SUMMARY

As alluded to in various sections of this paper, efforts to improve race relations and desegregation have been one among several forefront activities within the College of Education at Florida A & M Univesity for almost two decades. Some progress has been made in this regard. More culturally different students within this period of time, 1964 - 1980, have enrolled in the university; the university has made special efforts, mainly through incentive programs, to attract and accommodate these students; and professors, in many cases, have included activities in their courses for the purpose of (1) promoting an understanding of various racial groups, (2) addressing relevant practices related to training for teaching and working with various ethnic groups, and (3) encouraging the development of positive attitudes in order to provide an enriching inter-cultural experience for individuals preparing to teach.

A careful study of course outlines within the four divisions revealed a significant number of classroom activities related to improving race relations and desegregation. Deliberate, well-conceived attempts were made to include activities related to these concerns within the Division of Adult, Vocational, and Technical Education and the Division of Curriculum and Instruction. The nature of the courses within the Division of Health, Physical Education and Recreation made it difficult to purposely include related topics without sacrificing course content. The Division of School Service Functions has as an objective to prepare individuals for leadership positions in a multi-cultural society. A multitude of classroom activities were recorded in course outlines to meet this objective.

In conclusion, great strides have been made within the College of Education to improve race relations and the desegregation process. The impact of these efforts seems posi-

tive because of continued interest in the programs shown by culturally diverse individuals and the willingness of professors to include race-related topics, which are often consdered sensitive, as part of their courses. Based upon the findings indicated in this study of course outline, faculty members could justify the statement that "the College of Education provides programs of study designed to meet the educational needs of its students regardless of their racial, ethnic, or cultural background."